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ABSTRACT

The presence of limited English speaking students in the Hawaiian schools is a major challenge for classroom teachers and teacher education. At the beginning of the 1970s, there was a shortage of qualified bilingual and English as a Second Language teachers for students from very diverse language and cultural groups. A specialization program within the existing Master's Degree program in the Department of Curriculum and Instruction was developed at the University of Hawaii to meet these needs. The first phase of the program consists of teachers' gathering information and gaining competencies fundamental and significant to the attainment of goals and skills in bilingual education, English language development, and cross-cultural sensitivities. The second phase stresses the opportunity to learn and practice the competencies discussed and examined in phase one of the program, through participation in field-based activities at site schools. During the final phase, trainees produce a piece of work to be used in the schools, or a piece of research that will contribute to new perspectives in this area of study. A description is presented of the competencies to be mastered by the trainees. Specific activities and events evolving from the program are itemized with notes on their impact on the schools. (JD)

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A Specialization Program in Bilingual/Multicultural Education at the Tertiary Level--University of Hawaii

Virgie Chattergy

The educational system in Hawaii evolved from one that reflected the sociological and religious divisions in the Islands to one that is designed along the features of a school system from the continental United States. At the turn of the century, there were vernacular schools for Hawaiians taught by Hawaii teachers, and select vernacular schools for the talented youth taught by missionaries. There were also English schools for children of the missionaries or their descendents and children of mixed marriages where the paternal lineage involved a "haole" or Caucasian, and English schools for children of the "Ali'i" (chiefs) taught by missionaries.

The importation of a labor force mostly from Asia and the Philippines further complicated the task of educating Hawaii's youth. Two systems, a "non-standard" school and the "standard English" schools were created. Non-standard schools admitted all youngsters, but the standard English schools admitted students on the basis of oral English ability. This was considered a temporary measure, intended to be abolished when the distinction between the two were no longer necessary. By 1945 all schools operated under one system, phasing out the segregation. One of the most highly valued qualifications of teachers were his/her competence in English and compentency in teaching in English. Education in Hawaii during this time was also the vehicle for moving up in the political and economic circles of influence and power.

Twenty years later, the liberalized immigration laws encouraged the influx of immigrants from Asia and the Pacific, this time bringing in immigrants not to work in the fields but to join relatives of earlier

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immigrants. Unlike the past, approximately 35% of today's immigrants are under 18 years of age. They represent several ethnic groups, many of whom speak no English or have limited proficiency in it. The presence of limited English speakers in the schools is emerging as a major challenge for classroom teachers and teacher education. (see Fig. 1)

Because of the College of Education's efforts on the "Americaniza-t on" of all teachers for the purpose of "Americanizing" all children in the Islands, teachers never learned to use a bilingual approach to teaching in the formal sense even when some were themselves bilingual. Many lost their ability to be bilingual and those who didn't, used the parent language for social purposes only. The teachers taught children of varying degrees of bilinguality and various cultural backgrounds. At the beginning of the 70s as a growing concern swept the country to find ways to provide equitable opportunities for all, the College found itself short of qualified bilingual and ESL teachers who could serve children of very diverse language and cultural groups. A conservative projection of the number of students with similar language and cultural characteristics that the DOE now needs to serve is shown in Fig. 2.

In 1975, with funding assistance from Title VII, the State Department of Education launched a Basic Bilingual/Bicultural Education program in selected schools from Grade 1 through 3, which was later expanded to include Grades 4 through 6 for children of limited English proficiency. During the last 4 years, intermediate classes also received assistance. Presently five high schools are provided bilingual staff through the basic projects. All through the early years, workshops were designed to assist teachers and aides to implement the objectives of a transitional

FIGURE 1: SUMMARY OF SCHOOL PERSONNEL AND STUDENTS BY ETHNIC CATEGORY
STATE OF HAWAII

Staff		ETHNICITY												
		Black	Chinese	Fil.	Haw.	Japa-nese	Korean	Part Hawn	Puerto Rican	Samoan	Caucasian	Mixed	Other or Unknown	TOTAL
Principal	N	0	20	12	0	153	7	20	1	0	20	3	0	236
	%	0	8	5	0	65	3	8	0.5	0	8	1	0	
Assistant Principal	N	1	11	5	0	79	4	13	0	0	16	2	0	131
	%	0.8	8	4	0	60	3	10	0	0	12	1.5	0	
Classroom Teachers	N	28	653	294	27	4899	92	539	7	15	1299	301	43	8197
	%	0.3	8	4	0.3	60	1	7	0.1	0.2	16	4	0.5	
Counselors, Librarians, Registrars	N	5	60	15	2	386	8	49	0	1	136	26	4	692
	%	0.7	9	2	0.3	56	1	7	0	0.1	20	4	0.6	
Total	N	34	744	326	29	5517	111	621	8	16	1471	332	47	9156
	%	0.4	8	4	3	60	1	7	0.01	0.2	16	4	0.5	
Students	N	2936	5661	31044	3540	27651	2958	30012	9433	5365	32437		10131	161,168
	%	2	4	19	2	17	2	19	6	3	20	*	6	
					*			*	*					

*The majority of the students are monolingual in English.

[1]Hawaii State DOE, Office of Personnel Services
Personnel Data Form ECBA3R-A, 10-26-82

[2]Hawaii State DOE, Student Information Services Branch,
Student Ethnicity Survey, 1-18-83

FIGURE 2*

Projected Target Group (NES/LES)**

By Language from 1980-87

Language Other Than English	Percentage of Total Population	1980-1981 (Base Year)	1981-1987
Ilokano	40	2,661	2,661
Samoan	18	1,197	1,197
Korean	11	731	731
Japanese	5	333	333
Cantonese	6	399	399
Vietnamese	5	333	333
Mandarin	2	133	133
Tagalog	5	333	333
Tongan	2	133	133
Cebuano	2	133	133
Others***	4	266	266
TOTAL	100%	6,652	6,652

*State DOE correspondence, dated 9/11/80 to Mr. John E. Palomino, Director, Office of Civil Rights, Calif.

**Non-English Speakers/Limited English Speakers

***"Others" include: Hawaiian, Lao, Cambodian, Thai, Pangasinan, Chabacano, and a few other Asian and European languages with less than 20 speakers in the schools.

bilingual education program. It was readily apparent that the workshop approach had a limited value, that the necessary steps of institutionalizing the efforts had to be taken. This meant the creation of a program at the University to provide continuity. One avenue open for including this needed curricular and instructional focus in teacher education was to create a specialization field within the existing Master's Degree program in the Department of Curriculum and Instruction. A proposal was submitted and with assistance from Title VII, a group of qualified bilingual trainees began their graduate work in this field in 1978.

The overall goal of the specialization program within the Master's Degree in Curriculum and Instruction is to increase the number of qualified and professionally credentialed personnel in bilingual/multicultural education. As mentioned earlier, because of historical and geographical factors, the College of Education until very recently did not address itself directly and in depth to the need for developing an educator who is both bilingual i.e., able to communicate in the mother tongue of the learner and teach English as a second language, and bicultural, i.e., able to relate to, appreciate and function within the cultural referents of the learner within the formal structure of schooling. The specialization program took these into consideration.

The program designed consists of three phases:

Phase I. Knowledge Base

This part consists of gathering information and gaining competencies, fundamental and significant to the attainment of goals and skills in bilingual education, English language development and cross-cultural sensitivities.

Phase II. Knowledge Utilization

This part stresses the opportunity to learn and practice the competencies discussed and examined in phase I through participation in field-based activities at the site schools.

Phase III. Knowledge Production/Application

This portion of the program serves as a culmination during which the trainees produce a piece of curriculum work to be used in the schools or a piece of research that will contribute to new perspectives in this area of study. Fig. 3 shows a skeletal outline of program courses that students are advised to take. A total of thirty six credits are required.

Competencies

A description of the competencies the candidates completing the program of study may be expected to acquire include the ability and skill to:

--use both English and another language as the media of instruction;

--teach English as a second language;

--become sensitive and skilled in distinguishing between problem areas which are related to language development and those due to language differences;

--assess language proficiency of students in English and the target language and prescribe instructional programs based on assessment;

--understand the role of language as an instrument in transmitting cultural values, behavior, beliefs, and attitudes;

--become aware and sensitive to the problems of cultural adjustment that children experience in an English-speaking classroom;

--provide instruction in elementary and secondary schools in the history and culture of the United States and geographical areas associated with a language other than English;

FIGURE 3

UNIVERSITY OF HAWAII
COLLEGE OF EDUCATION

M.ED. OUTLINE OF COURSES
IN ELEMENTARY OR SECONDARY EDUCATION
BILINGUAL/MULTICULTURAL SPECIALIZATION PROGRAM

Rationale Program will address itself to the following components:

- Language competencies (Dominant and other)
- Cultural competencies (Dominant and other)
- Social interaction or human relations
- Functional knowledge of the economic and political structure of the dominant culture and its implication in Education.

Program

- A three phase program consisting of theory, field research and application of field research findings

Phase I - Knowledge Base	Phase II - Knowledge Utilization	Phase III - Knowledge Production
- Establishing knowledge base - Understanding concepts - Identifying skills - Recognizing significant attitudes relative to program emphasis	- Searching for methodology - Collecting/Gathering materials - Testing out methodology and materials relative to program emphasis (Field Base)	- Translating the first two phases into programs and curricula
Courses for Phase I	Courses for Phase II	Courses for Phase III
ED CI 440 ED CI 622 plus other electives in: Culture - Anthropology, Sociology, American Studies Language - TESL, Linguistics	ED CI 640M ED CI 740V plus other electives in: Media Methods Culture Language	ED CI 667 plus other electives in: Culture Language

Total Credit Hours: 36

Outcome

- Two types of graduates are anticipated:
  - those able to deal with and respond to the language and general academic needs and abilities of the bilingual child.
  - those able to work effectively with and respond to social and general academic needs and abilities of bilingual children in a multicultural learning environment.

--interact successfully in a cross-cultural setting;

--examine as well as develop criteria for checking culturally relevant materials and media;

--prepare instructional materials to develop meaningful cognitive and and affective learnings for the linguistically and culturally different child;

--utilize knowledge of the philosophy and theory of bilingual/bicultural education and its, for classroom instruction.

Program's Impact

The greatest impact has been in the program's ability to provide visibility in the area of bilingual/bicultural education and in providing a base for networking among individuals committed to increasing the interest and understanding of the professional community and public of the key issues and components that go into a bilingual/multicultural program. As a direct result of the funding, institutionalization of this program has been speedy.

Specific activities and events worth noting are itemized below:

Activities/Events	Impact
Specialization in Bilingual/Multicultural Multicultural Education within the M.Ed. program in the Dept. of Curriculum and Instruction	Offered for the first time in Hawaii; continuation depends on student interest
Graduates with specialization in teaching and other related areas that can serve students with limited English or who are bilingual	Increased number of qualified educational personnel in this area of study
Series of staff development seminar sessions attended by professors from the various departments within the University and Dept. of Education personnel	Better informed University professors and D.O.E. teachers; resource people from the districts on historical, legal, cultural and pedagogical bases of bilingual/bicultural educ.
Created seminars in bilingual/cross-cultural education for the Neighbor Isands for three consecutive summers, pooling resources from Anthropology, Linguistics and Education	Broadened base of participation to include Project Directors and Classroom teachers from Kauai, Maui and Hawaii; community leaders

Core course developed for the specialization program is required for education students with ESL majors	Additional course offering provided for undergraduate/ graduate students at the University
Creation of a 6-page bi-monthly newsletter that includes current reports on issues relative to bilingual/bicultural education; announces coming events, etc.	Better informed professional community and public; parents; advisory committees included in the mailing list
Trainees participating in various educational association meetings in Hawaii e.g. TESOL conference; HCTE-TESOL Roundtable conferences, NAAPAE, etc.	Trainees given opportunities to present their views, experiences and philosophical orientation with respect to educational needs and services of minority groups in HI.
Core course developed for specialization, "Curriculum Implications of Bilingual/Multicultural Education" was included in the American Samoa Teacher Corps program of study	A total of 43 American Samoa teachers and principals attended this course; to date, this course is highly recommended for teachers from American Samoa
Staff produced an annotated bibliography of selected books and articles on ethnic studies; first/second language learning; cross-cultural studies. The compilation features copies of Master's papers and doctoral theses on these subjects and subjects done by students from the Univ. of HI.	Provided additional resource materials for graduate students and University faculty interested in this field of study
Trainees produced bilingual materials as part of the specialization requirement. Project Director (P.I.) encouraged experiences in materials development while, at the same time, encouraging collaborative effort with two other Title VII projects within the Univ.	Increased the number of bilingual materials for use in elementary and secondary classrooms

Writing in support of this program recently, the Associate Dean who was then Director of Hawaii's Teacher Corps stated: "The Bilingual/Multicultural Program has been a stimulus for the development of practical models in teacher education in our College. The program has been a contribution in teacher training for preservice and inservice teachers, as well as for our University faculty."